

D W Daniel High

1819 Six Mile Highway
Central, SC 29630

Grades 9-12 High School

Enrollment 983 Students

Principal Sharon Huff 864-624-4430

Superintendent Dr. Lee M. D'Andrea 864-855-8150

Board Chair Mrs. Shirley Jones 864-855-1459

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

7

0

1

0

0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| Year | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2003 | Excellent | Good | No |
| 2004 | Excellent | Excellent | Yes |
| 2005 | Excellent | Good | No |
| 2006 | Excellent | Good | Yes |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| Percent | Our School | | | High Schools with Students Like Ours | | |
|--------------------|------------|------|------|--------------------------------------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 91.7 | 81.0 | 93.8 | 89.6 | 87.1 | 83.7 |
| Passed 1 subtest | 4.2 | 8.5 | 3.3 | 5.9 | 6.6 | 7.9 |
| Passed no subtests | 4.2 | 10.5 | 2.9 | 5.6 | 6.2 | 8.4 |

HSAP PASSAGE RATE BY SPRING 2006

| | Our School | High Schools with Students Like Ours |
|---------|------------|--------------------------------------|
| Percent | 96.7% | 95.5% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| | Our School | High Schools with Students Like Ours |
|---|------------|--------------------------------------|
| Percent of | | |
| Seniors eligible for LIFE Scholarships at four-year institutions* | 40.4 | 35.4 |
| Seniors who met the SAT/ACT requirement | 41.4 | 36.3 |
| Seniors who met the grade point average | 75.9 | 63.8 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|--------------------|------------|--------------------------------------|
| Number of Students | 225 | 335 |
| Number of Diplomas | 197 | 276 |
| Rate | 87.6% | 82.7% |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

| Percent of students scoring 70 or above on: | Our School | High Schools with Students Like Ours |
|---|------------|--------------------------------------|
| Algebra 1/Math for the Technologies 2 | 91.0 | 86.1 |
| English 1 | 83.7 | 80.2 |
| Biology 1/Applied Biology 2 | 89.0 | 73.0 |
| Physical Science | 68.7 | 68.4 |
| All Subjects | 82.3 | 76.1 |

PERFORMANCE BY STUDENT GROUPS

| | HSAP Passage Rate by Spring 2006 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|-------------------------------------|-------|-------------------------------------|------|-----------------|-------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 242 | 96.7 | 203 | 40.4 | 197 | 87.6 | Yes |
| Gender | | | | | | | |
| Male | 124 | 95.2 | 101 | 44.6 | 114 | 85.1 | N/A |
| Female | 118 | 98.3 | 102 | 36.3 | 111 | 90.1 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 198 | 96.5 | 165 | 44.2 | 181 | 89.0 | N/A |
| African American | 33 | 97.0 | 29 | 13.8 | 34 | 79.4 | N/A |
| Asian/Pacific Islander | 6 | 100.0 | 3 | 66.7 | 4 | 100.0 | N/A |
| Hispanic | 3 | 100.0 | 3 | 33.3 | 3 | 66.7 | N/A |
| American Indian/Alaskan | N/A | N/A | 0 | 0.0 | N/A | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 217 | 99.5 | 185 | 44.3 | 205 | 88.8 | N/A |
| Disabilities other than speech | 25 | 72.0 | 18 | 0.0 | 20 | 75.0 | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | 0 | 0.0 | N/A | N/A | N/A |
| Non-migrant | 242 | 96.7 | 203 | 40.4 | 225 | 87.6 | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | 4 | 50.0 | N/A | N/A | N/A |
| Non-Limited English Proficient | 241 | 96.7 | 199 | 40.2 | 224 | 87.9 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 36 | 91.7 | 31 | 61.3 | 31 | 61.3 | N/A |
| Full-pay meals | 206 | 97.6 | 177 | 45.2 | 194 | 91.8 | N/A |

n = number of students on which percentage is calculated

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 52.3% | | | | | | | | | |
| All Students | 243 | 100.0 | 2.9 | 21.0 | 32.8 | 43.3 | 81.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 123 | 100.0 | 5.0 | 22.5 | 34.2 | 38.3 | 78.3 | N/A | N/A |
| Female | 120 | 100.0 | 0.8 | 19.5 | 31.4 | 48.3 | 84.7 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 197 | 100.0 | 2.6 | 14.9 | 36.1 | 46.4 | 86.6 | Yes | Yes |
| African American | 31 | 100.0 | 6.7 | 56.7 | 23.3 | 13.3 | 53.3 | I/S | I/S |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 217 | 100.0 | 1.4 | 19.7 | 31.0 | 47.9 | 83.6 | N/A | N/A |
| Disabled | 26 | 100.0 | 16.0 | 32.0 | 48.0 | 4.0 | 64.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 243 | 100.0 | 2.9 | 21.0 | 32.8 | 43.3 | 81.5 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 238 | 100.0 | 3.0 | 20.1 | 33.3 | 43.6 | 82.5 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 57 | 100.0 | 7.3 | 41.8 | 34.5 | 16.4 | 58.2 | Yes | Yes |
| Full-pay meals | 186 | 100.0 | 1.6 | 14.8 | 32.2 | 51.4 | 88.5 | N/A | N/A |
| Mathematics – State Performance Objective = 50.0% | | | | | | | | | |
| All Students | 243 | 99.6 | 4.6 | 22.4 | 26.6 | 46.4 | 85.2 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 123 | 100.0 | 6.7 | 19.2 | 29.2 | 45.0 | 89.2 | N/A | N/A |
| Female | 120 | 99.2 | 2.6 | 25.6 | 23.9 | 47.9 | 81.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 197 | 99.5 | 3.6 | 17.6 | 28.0 | 50.8 | 89.1 | Yes | Yes |
| African American | 31 | 100.0 | 13.3 | 50.0 | 26.7 | 10.0 | 63.3 | I/S | I/S |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 217 | 99.5 | 1.9 | 20.3 | 27.4 | 50.5 | 90.1 | N/A | N/A |
| Disabled | 26 | 100.0 | 28.0 | 40.0 | 20.0 | 12.0 | 44.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 243 | 99.6 | 4.6 | 22.4 | 26.6 | 46.4 | 85.2 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 238 | 99.6 | 4.7 | 21.5 | 27.0 | 46.8 | 85.8 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 57 | 98.2 | 11.1 | 40.7 | 22.2 | 25.9 | 66.7 | Yes | Yes |
| Full-pay meals | 186 | 100.0 | 2.7 | 16.9 | 27.9 | 52.5 | 90.7 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|-------------------|------------------------------|---|---------------------------|
| Students (n= 983) | | | | |
| Retention rate | 6.5% | Up from 5.6% | 4.6% | 7.0% |
| Attendance rate | 95.8% | Up from 95.6% | 96.7% | 95.5% |
| Eligible for gifted and talented | 21.1% | Up from 18.4% | 13.7% | 7.9% |
| With disabilities other than speech | 11.1% | Down from 11.4% | 8.2% | 12.3% |
| Older than usual for grade | 8.5% | Up from 6.2% | 6.3% | 9.5% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 2.0% | Up from 1.3% | 0.6% | 1.2% |
| Enrolled in AP/IB programs | 28.1% | Down from 30.8% | 20.3% | 11.2% |
| Successful on AP/IB exams | N/A | N/A | N/A | N/A |
| Eligible for LIFE Scholarship* | 40.4% | | 34.0% | 10.2% |
| Annual dropout rate | 3.0% | Down from 3.2% | 1.7% | 2.8% |
| Career/technology students in co-curricular organizations | 0.0% | No change | 0.0% | 3.5% |
| Enrollment in career/technology center courses | 361 | Down from 437 | 688 | 448 |
| Students participating in worked-based experiences | 5.0% | Down from 6.7% | 16.2% | 24.2% |
| Career/technology students mastering core competencies | 83.2% | Up from 75.0% | 82.2% | 80.0% |
| Career/technology completers placed | N/A | N/A | 100.0% | 99.1% |

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 55)

| | | | | |
|---|----------|---------------------|-----------|-----------|
| Teachers with advanced degrees | 78.2% | Up from 69.6% | 57.4% | 55.5% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 3.9% | N/A | 8.2% | 9.6% |
| Teachers with emergency or provisional certificates | 1.9% | Up from 0.0% | 7.1% | 9.9% |
| Teachers returning from previous year | 94.9% | Up from 93.0% | 90.9% | 86.3% |
| Teacher attendance rate | 95.7% | Down from 95.8% | 95.4% | 95.3% |
| Average teacher salary | \$47,721 | Up 2.4% | \$43,995 | \$42,943 |
| Prof. development days/teacher | 9.8 days | Down from 15.1 days | 10.7 days | 11.2 days |

School

| | | | | |
|---|---------------|---------------------|-----------|-----------|
| Principal's years at school | 1.0 | Down from 3.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 26.1 to 1 | Down from 28.1 to 1 | 26.3 to 1 | 25.7 to 1 |
| Prime instructional time | 90.7% | Up from 89.9% | 91.0% | 89.3% |
| Dollars spent per pupil* | \$5,950 | Up 2.3% | \$5,950 | \$6,792 |
| Percent of expenditures for teacher salaries* | 58.3% | Down from 59.7% | 58.2% | 55.3% |
| Percent of expenditures for instruction* | 61.5% | | 63.0% | 61.1% |
| Opportunities in the arts | Excellent | No change | Excellent | Excellent |
| Parents attending conferences | 96.6% | Down from 99.0% | 90.6% | 92.8% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Below Average | Down from Average | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.4% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school *or greater than last year | 94.0%* | Yes |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

D. W. Daniel High School opened in 1955 when three community high schools were consolidated into a centrally located facility. Though much has changed in our community since 1955, the desire of our parents remains the same: to make sure their children receive the best education possible in a society much different from the one they entered after high school. Daniel High School reflects the community's desire in its mission to "prepare students to become well-rounded, responsible citizens by providing a broad range of educational and cultural opportunities in a safe, caring, community-supported environment."

Daniel High School is one of four high schools in a rural county-wide school district. Our student population of approximately 950 is enrolled in grades 9-12. This population is 81% Caucasian, 13% African-American, 3% Asian Pacific, and 2% Hispanic.

Daniel High has established a tradition of excellence that is evident throughout all areas of our school. We offer 14 AP courses with a combined enrollment of 121 different students. Our students routinely score above state and national averages on standardized tests, and our SAT and ACT scores place us in the top 5 among South Carolina high schools.

Daniel's successes are not limited to academic performance. Our students excel in extracurricular activities. Students participate on the math team, academic teams, and the mock trial team. They compete on the Biology Merit Exam and in foreign language declamation contests. Leadership is cultivated through AFJROTC, Youth in Government, and Student Council. Many of our 26 athletic teams regularly compete for regional and state championships. Students in our fine arts program participate competitively in regional and state competitions and share the skills that they have honed in class with different community outlets. Oratorical contests, writing competitions, and the school's literary magazine afford our students other venues to demonstrate excellence. Student commitment to service learning is the most commendable component of Daniel's tradition of excellence.

A key factor in Daniel High's success is our 66-member faculty. Our professional staff, 80 percent of whom hold advanced degrees, boasts 16 National Board Certified teachers.

Through continued professional development our teachers model lifelong learning as an encouragement and example to our students.

Daniel High's excellence has been rewarded with the Palmetto Gold Award for each of the first four years of the South Carolina school report cards. While these accolades reflect the diligence and achievements of Daniel High School, the real focus of this institution is serving the needs of the young people from our three communities. For fifty years Daniel High School has provided experiences that enabled our graduates to face future challenges with confidence and enthusiasm.

Ms. Wanda Marshall, School Improvement Council Chair

Mrs. Sharon Huff, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 55 | 174 | 38 |
| Percent satisfied with learning environment | 83.6% | 61.3% | 89.5% |
| Percent satisfied with social and physical environment | 52.7% | 72.0% | 68.4% |
| Percent satisfied with school-home relations | 90.7% | 85.1% | 71.1% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.